

**Learning Area:** Inquiry    **Topic:** Diversity    **Term:** 1    **Weeks:** 9    **Teacher:** Miss Jones    **Class:** Yr 4 &5

### Key Competencies

### Competency Focus

### Achievement Objectives

#### Key Competencies

**Relating to others:** students will learn to cooperate and respect others.

**Managing self:** Know how to lead, when to follow and how to act independently

**Participating and contributing:** Becoming part of a team whether it be in thinking and problem solving, or as a member of a team, playing a game

**Thinking:** critically thinking about information and creatively using it to make new knowledge

#### **Relationships with other people – C**

*Students will:*

#### **C1 Relationships**

**Explore and share ideas about relationships with other people.**

#### **C2 Identity, sensitivity, and respect**

Demonstrate respect through sharing and cooperation in groups.

#### **C3 Interpersonal skills**

Express their own ideas, needs, wants, and feelings clearly and listen to those of other people.

Personal health and physical development – A

#### **Level 2**

#### **A4 Personal identity**

Identify personal qualities that contribute to a sense of self-worth.

#### **Level 3**

A4 Personal identity

Describe how their own feelings, beliefs, and actions, and those of other people, contribute to their personal sense of self-worth.

## **Statistics**

### **Statistical investigation**

#### **Level 2**

- Conduct investigations using the statistical enquiry cycle:
  - posing and answering questions
  - gathering, sorting, and displaying category and whole-number data
  - communicating findings based on the data.

#### Level 3

### **Statistical investigation**

- Conduct investigations using the statistical enquiry cycle:
  - gathering, sorting, and displaying multivariate category and whole-number data and simple time-series data to answer questions
  - identifying patterns and trends in context, within and between data sets
  - communicating findings, using data displays.

#### **Level 2**

*Students will gain knowledge, skills, and experience to:*

## **Social studies**

- Understand that people have social, cultural, and economic roles, rights, and responsibilities.
- Understand how cultural practices reflect and express people's customs, traditions, and values.

#### Level 3

- Understand how cultural practices vary but reflect similar purposes.
- Understand how people view and use places differently.

Key Competency Assessment		Thinking tools/Social/Emotional Planning
Self assessment-attached		•
Cross-Curricula Links	Resources	Special needs/Gifted and Talented Students
Maths- statistics English Health and PE Social Sciences	<ul style="list-style-type: none"> <li>• KWL charts</li> <li>• Venn Diagrams</li> <li>• Templates (quilts, its all about me)</li> <li>• Map of the world</li> <li>• Computer</li> <li>• Phone/fax/photocopier</li> <li>•</li> </ul>	<b>Identified Students</b> – Kacey <b>Content</b> – communication <b>Process</b> – to be involved and to work together with the other children. <b>Product</b> – to share orally or visually an understanding of diversity <b>Learning environment</b> – outside and inside the classroom working in collaboraion
Learning Intentions (Students will be able to describe the knowledge, skill, understanding, attitude or value)	Success Criteria – developed in conjunction with the children	Teaching and Learning Experiences (Description of intended teaching and learning sequence)
<p>WALT: understanding ourselves</p> <p>WALT: understand each others differences and similarities.</p> <p>WALT : accept, celebrate , respect and understand peoples differences</p>	<p>I can discuss with others how I cope in different situations</p> <p>I listen sensitively to others needs and wants</p> <p>I can identify what I find challenging</p> <p>I have tried to find ways to better deal with situations I find a challenge</p>	<p>Programme Organisation:</p> <p><b>Authentic Context</b>            Diversity- Respecting each others similarities and differences.</p> <p><b>Exposure</b>            Students participate in a range of ‘pocket activities’ to gain a greater meaning of diversity</p> <p><b>Class continuum</b>-Asking students a range of questions in which they will have to place themselves on a continuum( for example one side of the class to the other.</p> <p><b>Map greetings</b>- On a map of the world students will research the different greetings from the countries around the world. Teacher to reinforce this when calling the roll and saying good morning or good afternoon.</p> <p><b>Class quilt</b>- Using a quilt template students will fill in the different sections with drawn pictures, photos or magazine pictures to show their favourite foods, sports, interests, family, friends and animals</p> <p><b>Diversity groups</b>- Students will find out about their own culture and share 1 things from their culture. Students will research what makes peoples cultures different eg clothes, food, language, dance and</p>

music, celebrations, flags games etc

**Self portraits-** students will make self portraits for the school gala that will show each others differences on the 'outside' . Class discussion about our physical similarities and differences.

**Books** Student will library time to look through books from different cultures. National library books will also be available for students to read.

**News paper articles-** new years, (celebrations)- Students will start collecting newspaper articles about cultural festivals and celebrations such as davalii, Chinese new yr etc. The students will use these news paper articles for research

#### **Games-**

Student will interview people and research games from their own or others cultures. Children will then teach that game to the rest of the class. Students can go in pairs to research a game.

### **Being Curious**

Whole class

Brainstorm diversity

KWL

Venn Diagrams

### **Research/skills**

Skimming and scanning- Through guided reading and Library sessions

**Interview skills-** Hot seat interview (Sheena Cameron)

**Computer Skills-** Typing, using Keynote, Kids pics to make presentations, Photoshop.

**Internet research-** google search- Learning the skills to type key words and phrases into the search engine. Knowing that the top sites are normally the best.

**Library research- Using the dewey decimal system to find books on their topic**

**Fax/ Phone communication skills-** Knowing how to send and receive a fax.

Phone manners and taking notes whilst on the phone.

### Organise finding Findings

Wall displays  
Posters  
Orally sharing Findings  
Picnic  
Story book  
Keynote  
Diversity celebration

### Evaluation

Self assessment  
plus class group PMI

### What Now?

Celebration day  
Calendars

### Assessment Task(s)

Self assessment

### Evaluation of Learning

### Evaluation of Teaching

Students learnt a lot about their own culture that they didn't know about before and about another culture that they were interested in. Students learnt to use books internet, maps, globe and interviews to find out information to help with their research.

Students enjoyed learning about KWL charts and different ways to present their findings.

I used the different parts of the inquiry model one at a time as I taught the kids which I found worked really well and kept us on task.

I would have liked to go more into the different culture celebrations and games etc of different cultures and would try to do this next time.

I found it very difficult to show the children how to research using the internet and library as these were not available until well after the kids had done their research. The kids basically did all their researching at home as it was set as homework so we could get through the unit. Unfortunately having no computers and library was out of my control and I tried my best to teach them the skills of scanning and looking for research through discussions.